Sistem-Among :
Jurnal Pendidikan Sekolah Dasar
2025, 5(1), 8-23
https://doi.org/10.56393/sistemamong.v5i1.3257

Improving Pancasila Education Learning Outcomes through Educational Games-Based *Discovery Learning* Model in Grade III Elementary School Students

Farida Nur Kumala [1*], Evi Dwi Azizah [1], Famia Ayudhanti [2]
[1] Universitas PGRI Kanjuruhan Malang, Indonesia
[2] Sekolah Dasar Negeri 1 Gadang Malang, Indonesia
* Author Correspondence

Article History
Received: 8 June 2025;
Revised : 14 July 2025;
Accepted: 18 July 2025.

Keywords
Discovery Learning;
Educational Games;
Learning Outcomes;
Pancasila Education.

Abstrack
The material Let's Get to Know Pancasila is part of Pancasila Education taught to third-grade elementary school students. This material is often considered too broad, which creates obstacles for students in understanding the core values of Pancasila. Furthermore, the use of suboptimal learning models and media contributes to low student learning outcomes. This study aims to improve student learning outcomes through the application of the Discovery Learning model integrated with educational games. The research employed Classroom Action Research with a single-case study design, conducted in three stages: pre-cycle, cycle I, and cycle II, following the stages of planning, implementation, observation, and reflection. The research subjects consisted of 26 students in Grade III-C at Sekolah Dasar Negeri Gadang 1, Malang City. Data were collected through learning outcome tests, interviews, observations, and documentation. The results indicated a significant improvement in student learning outcomes, from a completion rate of 42.31 percent (average score 63.70) in the pre-cycle, to 73.08 percent (average score 75.19) in the first cycle, and 88.46 percent (average score 85.56) in the second cycle. The novelty of this study lies in integrating the Discovery Learning model with educational games in teaching Pancasila Education at the elementary school level, an area that has been rarely explored. These findings demonstrate that interactive and student-centered learning approaches can effectively enhance comprehension of complex civic values.

Contact : Corresponding author e-mail: faridankumala@unikama.ac.id
How to Cite : Kumala, F. N., Azizah, E. D., & Ayudhanti, F. (2025). Improving Pancasila Education Learning Outcomes through Educational Games-Based Discovery Learning Model in Grade III Elementary School Students. *Sistem-Among : Jurnal Pendidikan Sekolah Dasar*, 5(1), 8–32. https://doi.org/10.56393/sistemamong.v5i1.3275

Introduction

Twenty-first century education requires educators to develop learning models that integrate information and communication technology to prepare a generation capable of adapting and competing in the global era. The rapid advancement of technology has led to a paradigm shift in learning, moving from conventional methods to digital systems that are interactive, contextual, and grounded in real-life experiences. According to UNESCO (2020), integrating technology into learning plays a crucial role in enhancing student engagement, fostering critical thinking skills, and improving learning outcomes. Furthermore, the Organisation for Economic Co-operation and Development (2021) reports that countries with education systems that systematically incorporate technology demonstrate significant improvements in students' literacy and numeracy performance. This situation underscores the necessity for educators to acquire mastery of digital tools and utilize interactive media effectively in designing learning experiences that are both creative and adaptive. By doing so, learning can be tailored to meet the diverse needs and characteristics of students, ensuring that they develop the competencies required in the modern world. Consequently, the integration of technology is not merely a support tool but a central component in shaping meaningful and effective educational practices.

In elementary schools, the implementation of Pancasila Education still frequently encounters various challenges. An initial study conducted by the researchers in Grade III at Sekolah Dasar Negeri Gadang 1 in Malang City revealed that student learning outcomes in the *Let's Get to Know Pancasila* material remained low, with only approximately 46 percent of students meeting the Minimum Completeness Criteria. Additionally, many students demonstrated limited active interest and participation in learning activities. Classroom instruction was predominantly dominated by lectures and question-and-answer sessions, while learning media were largely restricted to simple printed images. This limited variation in teaching methods and media contributed to reduced student engagement, low interest in the subject matter, and insufficient understanding of the fundamental values of Pancasila. Consequently, these conditions highlight the urgent need to adopt more innovative, interactive, and student-centered learning approaches that can enhance both comprehension and active participation in Pancasila Education. By implementing such strategies, educators can foster deeper understanding and appreciation of civic values among elementary school students.

These challenges indicate that monotonous and less interactive learning models reduce students' enthusiasm for participating in lessons and hinder their ability to understand the concept of Pancasila in a meaningful way. According to Heriwan and Taufina (2020) and Priatna and Setyarini (2019), learning approaches that are predominantly teacher-centered and involve minimal student activity lead to low learning outcomes and decreased student motivation. Furthermore, such conventional methods limit opportunities for students to develop critical thinking, problem-solving, and collaborative skills. Therefore, there is a pressing need for learning innovations that can create an active, engaging, and meaningful learning environment. Implementing interactive and student-centered strategies can enhance both the quality of learning and students' interest in the material. By incorporating creative approaches, educators are better able to foster deeper understanding and long-term retention of the values and

principles embedded in Pancasila. Consequently, innovative learning models serve not only to improve academic performance but also to cultivate positive attitudes and civic awareness among students.

One alternative approach that can be applied is the Discovery Learning model, which encourages students to actively explore and discover concepts and principles through observation, investigation, and independent conclusion drawing (Bruner, 1966; Hosnan, 2014). Discovery Learning emphasizes student engagement in the learning process, allowing learners to construct their own understanding while developing critical thinking and problem-solving skills. According to Kirschner, Sweller, and Clark (2006), guided discovery learning is more effective than direct instruction because it provides opportunities for exploration while still offering necessary guidance from teachers, enabling students to achieve a deeper comprehension of the concepts. In line with this approach, the integration of digital-based educational game media, such as Wordwall or Quizizz, has been shown to increase student motivation, participation, and learning outcomes by creating a fun, interactive, and competitive learning environment (Kurnia et al., 2023; Mustadi et al., 2021). These games allow students to practice and reinforce concepts in an engaging manner, which supports retention and application of knowledge. Therefore, combining Discovery Learning with educational game media can offer an innovative and effective strategy for enhancing learning experiences in elementary school classrooms.

Conceptually, this study integrates the Discovery Learning model with educational game media in the design of active learning to improve student learning outcomes in Pancasila Education at the elementary school level. The Discovery Learning model facilitates students in independently discovering and understanding concepts, while educational games serve to enhance enthusiasm, motivation, and active participation throughout the learning process. The relationship between the variables in this study can be represented through a theoretical framework: first, the application of Discovery Learning and educational game media; second, the enhancement of student activity and motivation; and third, the improvement of Pancasila Education learning outcomes. By combining these two approaches, the study aims to create learning experiences that are meaningful, enjoyable, and more effective. Furthermore, this integrated approach is expected to support the development of students' cognitive, affective, and social competencies, which are essential for understanding and internalizing the values of Pancasila. The findings of this study may provide valuable insights for educators seeking innovative strategies to increase engagement and achievement in civic education. Consequently, this research contributes to advancing both pedagogical practice and student-centered learning in elementary education.

Although numerous studies have examined the application of Discovery Learning and educational games individually, there is still a limited number of studies that integrate these two approaches in teaching Pancasila Education at the elementary school level, particularly for the *Let's Get to Know Pancasila* material. For instance, Sukaryanti et al. (2023) primarily utilized smart box media, while Firial et al. (2024) focused on visual media without incorporating active, discovery-based learning models. This lack of integration indicates a gap in research regarding strategies that simultaneously promote exploration, engagement, and the use of interactive media. Addressing this gap is important to determine the effectiveness of combining Discovery

Learning with educational game media in enhancing students' learning outcomes, motivation, and participation. By investigating this integrated approach, the study aims to provide empirical evidence supporting the use of innovative learning models in elementary school civic education. Furthermore, the findings are expected to guide educators in designing learning experiences that are both meaningful and engaging. Consequently, this research contributes to the advancement of pedagogical practices that align with contemporary educational standards and the development of 21st-century skills in young learners.

Theoretically, this study is expected to contribute to the literature on thematic learning strategies by examining the integration of Discovery Learning and educational game media. This integration provides a conceptual framework for understanding how active and interactive learning approaches can enhance student engagement and comprehension. Practically, the findings of this research can serve as a reference for elementary school teachers in designing lessons that are more active, engaging, and meaningful. By applying this integrated approach, educators can create learning environments that foster curiosity, critical thinking, and collaborative skills among students. Moreover, the study is expected to demonstrate improvements in student motivation, participation, and learning outcomes in Pancasila Education. The insights gained from this research may also inform policy and curriculum development to better support innovative teaching practices in elementary education. Ultimately, the study aims to bridge the gap between theoretical knowledge and practical application, enhancing both educational research and classroom practice.

Based on this background, the purpose of this study is to improve the learning outcomes of Pancasila Education for Grade III students at Sekolah Dasar Negeri Gadang 1 in Malang City, specifically on the *Let's Get to Know Pancasila* material, through the application of the Discovery Learning model integrated with educational game media. This study also aims to enhance students' motivation and active participation during the learning process. By implementing this integrated approach, the research seeks to provide a more engaging and meaningful learning experience that fosters comprehension of the core values of Pancasila. Additionally, the study intends to explore how interactive and student-centered learning strategies can contribute to higher achievement and sustained interest in civic education. The findings are expected to offer practical insights for teachers in designing lessons that combine exploration, play, and critical thinking. Ultimately, this research aims to demonstrate the effectiveness of innovative pedagogical practices in elementary school settings and to contribute to the broader understanding of educational strategies that support student engagement, motivation, and learning outcomes.

Method

This study employed Classroom Action Research using the action model developed by Kemmis and McTaggart (1988), which consists of four cyclical stages: planning, action implementation, observation, and reflection, conducted over three cycles until the predetermined success criteria were achieved. The research subjects were 26 students in Grade III-C at Sekolah Dasar Negeri Gadang 1 in Malang City during the even semester of the 2024/2025 academic year. Each learning cycle was designed by preparing instructional tools, implementing the Discovery Learning model integrated with educational games, observing student and teacher

activities, and reflecting on improvements for subsequent cycles. In the first cycle, students were introduced to educational games through quizzes on Pancasila symbols; the second cycle involved group activities to explore Pancasila values using interactive games, and the third cycle focused on reflective exploration with Wordwall quizzes. Research instruments included a learning outcome test of 20 multiple-choice questions to assess understanding, student activity observation sheets based on participation, cooperation, and learning independence, teacher interview guidelines, and documentation of the learning process. All instruments were validated by two experts in material and learning, with the reliability of the learning outcome test measured using the KR-20 formula yielding a coefficient of 0.81, classified as very high, and the observation sheets tested for inter-observer reliability resulting in a coefficient of 0.87. Quantitative data on learning outcomes were analyzed through average scores and percentages of completeness based on a Minimum Completeness Criteria of 75, while observation data were analyzed descriptively using activity scores per indicator, and interview and documentation data were analyzed qualitatively. The study defined success as achieving at least 85 percent of students scoring ≥75 and student activities reaching a good category. However, the study was limited to a single classroom without a control group, so improvements in learning outcomes and student activities cannot be solely attributed to the applied interventions, and the external validity is restricted because the research was conducted in only one elementary school in Malang City, limiting generalizability to other schools without further studies.

Results and Discussion

Result

In the pre-cycle stage, the researcher conducted learning using the lecture method without any additional instructional support. The learning activities took place in Grade III-C at Sekolah Dasar Negeri Gadang 1, involving a total of 26 students. These initial activities served as a baseline to compare students' learning outcomes in Pancasila Education on the *Let's Get to Know Pancasila* material with those achieved using the Discovery Learning model integrated with educational games. During the pre-cycle, students primarily received information passively, with limited opportunities for exploration, interaction, or engagement in the learning process. The results indicated that most students demonstrated low comprehension of the material, minimal participation in classroom activities, and limited motivation to learn. These findings highlight the challenges of conventional, teacher-centered instruction in promoting understanding of Pancasila values among elementary school students. The pre-cycle data thus provided a crucial reference point for evaluating the effectiveness of subsequent interventions based on interactive and student-centered learning strategies.

Table 1. Pre-Cycle Learning Outcomes of Grade III-C Students

No	Category	Result
1	Completed Students	11
2	Students Have Not Completed	15
3	Average Score	63,70
4	Completion Percentage	42,31%
5	Incomplete Percentage	57.69 %
	Category	Medium

Based on Table 1, which presents the pre-cycle learning outcomes of students in Grade III-C, the average score achieved by students was 63.70. The data also show that out of 26 students, only 11 students met the Minimum Completeness Criteria, resulting in a completion rate of 42.31 percent, categorized as low, while 15 students did not meet the criteria, representing 57.69 percent of the class. These results indicate that the pre-cycle stage did not reach the predetermined success indicator of 75 percent completion. Therefore, appropriate interventions were required to address these learning gaps. The purpose of the intervention was to improve student learning outcomes in Pancasila Education, specifically on the *Let's Get to Know Pancasila* material. To achieve this, the researcher implemented the Discovery Learning model integrated with educational game media. It was expected that the combination of interactive learning models and educational games would enhance student engagement, motivation, and ultimately lead to higher learning outcomes. This pre-cycle assessment provided a crucial baseline for evaluating the effectiveness of the applied intervention in subsequent cycles.

In Cycle I, the researcher implemented the Discovery Learning model during the learning process for the *Let's Get to Know Pancasila* material, which included discussions on the symbols of the Indonesian state, the meanings of the Pancasila precepts, and their practical applications. During the planning stage, the researcher developed a detailed learning plan by preparing a teaching module aligned with the steps of the Discovery Learning model. The teaching module and its attachments included instructional materials, student worksheets, assessment instruments, and learning media incorporating educational games. In this cycle, group-based games were used to analyze the meanings of the Pancasila precepts, while interactive quizzes in the form of Wordwall activities, accessible at https://wordwall.net/play/86819/466/174, were employed to categorize students' understanding of the application of the Pancasila precepts. These interactive quizzes provided opportunities for students to actively engage with the material, explore concepts collaboratively, and apply their knowledge in a meaningful and enjoyable way. The use of educational games and digital media in Cycle I aimed to increase student motivation, participation, and comprehension of Pancasila values. This cycle served as the initial intervention to address the low learning outcomes observed during the pre-cycle stage.

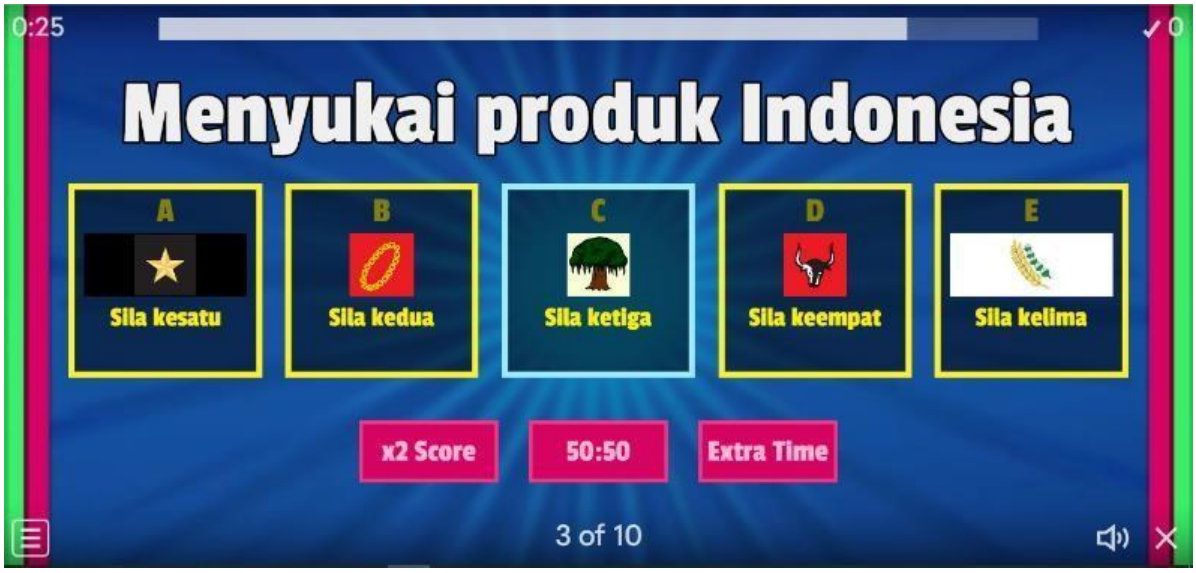

Figure 1. Example of problem display

Sistem-Among : Jurnal Pendidikan Sekolah Dasar
2025, 5(1), 8-23
https://doi.org/10.56393/sistemamong.v5i1.3257

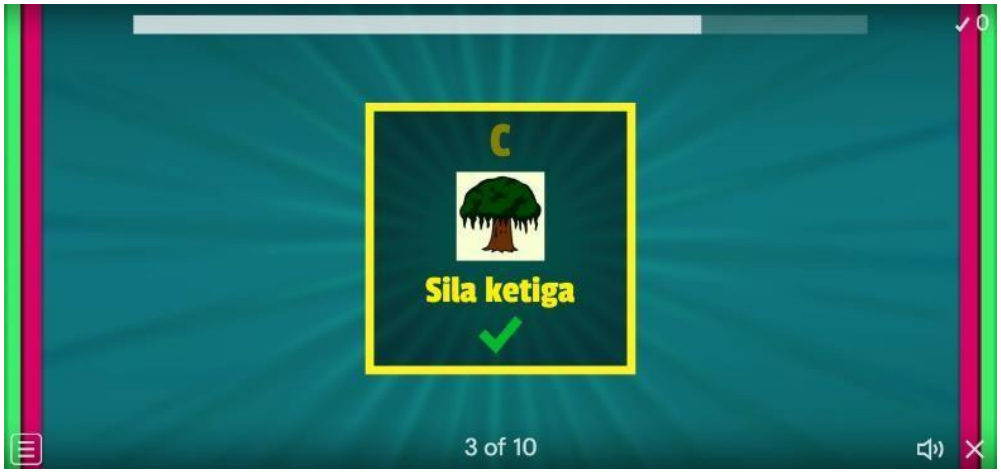

Figure 2. Example of how to answer the question correctly

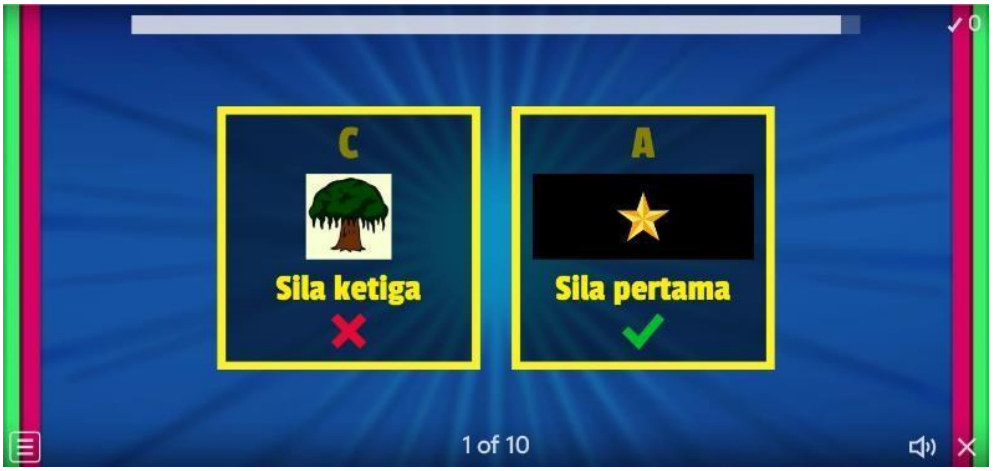

Figure 3. Example of display if you are wrong in answering questions

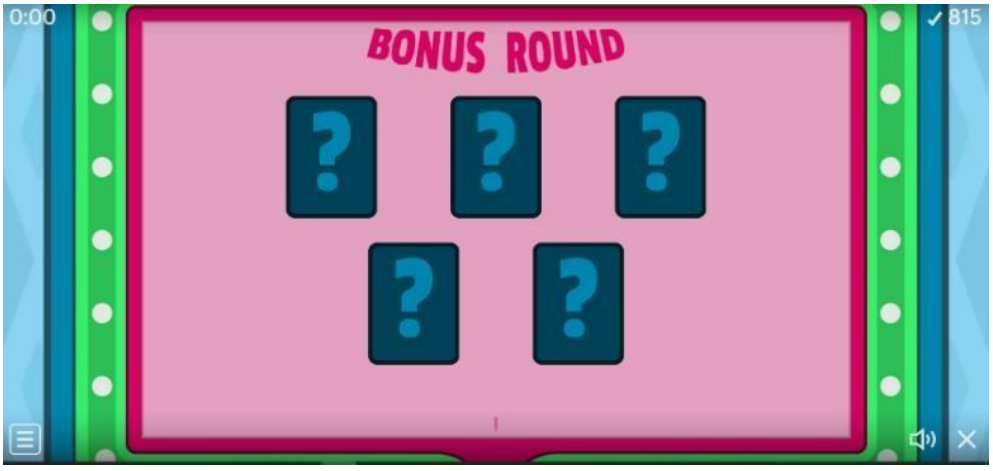

Figure 4. Example of Bonus *Round display*

Cycle I was conducted following the prepared teaching module with a time allocation of four instructional periods (4 × 35 minutes). Learning in this cycle applied the Discovery Learning model integrated with educational games, including group games to analyze the meanings of the Pancasila precepts and interactive quizzes using Wordwall to categorize their practical

applications. The steps of implementing the Discovery Learning model in Cycle I were as follows: first, stimulation, where the researcher displayed an image of the Indonesian state symbol, Garuda Pancasila, and asked students to observe and respond to it; second, problem statement and identification, where students engaged in question-and-answer sessions related to the symbol, followed by material delivery through PowerPoint presentations, group games analyzing the meaning of Pancasila precepts, and quizzes on Wordwall for categorizing the application of the precepts; third, data collection, in which students were divided into six groups, given student worksheets, and collaborated to complete the tasks; fourth, data processing, where students processed the results of their group discussions; fifth, verification, where each group presented their findings while other groups observed and provided responses; and sixth, conclusion and generalization, where students summarized the discussion outcomes and reflected on the presentations. This structured approach allowed students to actively engage in observing, analyzing, discussing, and applying Pancasila values, thereby fostering comprehension, collaboration, and critical thinking skills. The combination of interactive group activities and educational game-based tasks aimed to enhance motivation, participation, and learning outcomes compared to the pre-cycle stage.

The third step of the classroom action research is observation, which in Cycle I was conducted simultaneously with the implementation stage by monitoring students' participation in learning activities. During the reflection stage, discussions were held with the observers, who were the Grade III-C teachers, to identify the strengths and weaknesses of the first cycle of learning. The reflection revealed that classroom conditions during group games for analyzing the meanings of the Pancasila precepts were less conducive, as the games were not conducted according to the rules provided by the teacher. Although students were expected to take turns analyzing the precepts, in practice they answered collectively in groups rather than alternately. To address this issue, teachers needed to establish and reinforce clear agreements on the rules for group games at the beginning of the lesson. Regarding the interactive quizzes, the use of Wordwall was found to be engaging and motivating, but reflections suggested that the learning experience could be further improved by incorporating concrete learning media that combine instructional content with interactive quizzes, allowing students to gain direct, hands-on experience. Overall, these observations and reflections provided essential feedback for refining the learning process and preparing improvements for the next cycle. The results obtained from Cycle I served as a reference point for evaluating the effectiveness of adjustments in subsequent cycles.

Table 2. Learning Outcomes of Cycle 1 for Students of Grades III-C

No	Category	Result
1	Completed Students	19
2	Students Have Not Completed	7
3	Average Score	75,19
4	Completion Percentage	73,08 %
5	Incomplete Percentage	26,92 %
Category		Tall

Based on the results presented in Table 2, it was found that the learning outcomes of Pancasila Education for students in Grade III-C increased following the implementation of Cycle I. This improvement is reflected in the higher average score, increased percentage of completeness, and a decrease in incomplete scores. The average score in Cycle I was 75.19, with 19 students meeting the learning criteria, resulting in a completeness percentage of 73.08 percent, while seven students did not meet the criteria, resulting in an incompleteness rate of 26.92 percent. Although the completeness percentage was categorized as high, it had not yet reached the predetermined success indicator of 75 percent. The remaining incompleteness was primarily due to students not fully adhering to the agreed-upon rules for group games, resulting in uneven participation within groups. Despite this, the application of the Discovery Learning model integrated with educational games proved to be effective, as students showed increased interest, enthusiasm, and engagement in the learning process through group games and interactive Wordwall quizzes. These activities facilitated a better understanding of the *Let's Get to Know Pancasila* material. To achieve the established success indicators, improvements and follow-up plans were designed for Cycle II to ensure that at least 75 percent of students meet the learning completeness criteria for this subject.

The stages carried out in Cycle II followed the same procedure as in Cycle I, consisting of planning, implementation, observation, and reflection. During the planning stage, the researcher revised the teaching module based on reflections from Cycle I by creating concrete learning media that combined instructional content with interactive quizzes, allowing students to gain direct experience in understanding the *Let's Get to Know Pancasila* material. As a result of the reflection, the researcher developed the "Smart Box Pancasila" media to deepen students' comprehension of the material. This media was implemented prior to group discussion activities, immediately after the researcher had delivered the instructional content. The "Smart Box Pancasila" was designed to engage students actively, encourage exploration, and provide hands-on learning experiences that support understanding of Pancasila values. It was expected that the use of this media would enhance student learning outcomes and help achieve the predetermined success indicators. The introduction of this innovative learning tool represents a refinement of the Discovery Learning model combined with educational games, aiming to make the learning process more concrete, interactive, and meaningful for students. Overall, the application of "Smart Box Pancasila" in Cycle II was anticipated to address the limitations observed in Cycle I and further improve student engagement and comprehension.

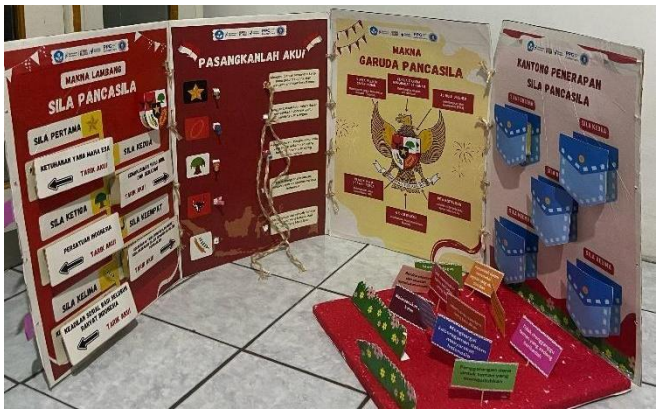

Figure 5. Media Content *"Smart Box* Pancasila"

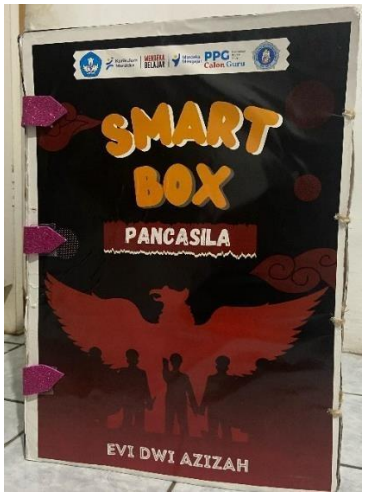

Figure 6. Front of the Media *"SMART BOX* PANCASILA"

Cycle II was conducted using the same Discovery Learning model integrated with educational games as in Cycle I, with several key improvements. First, the teacher implemented stricter rules during game-based learning to ensure that students were more responsible and adhered to the agreements established at the beginning of the lesson. Second, the "SMART BOX PANCASILA" media was used, with quizzes administered after the instructional material had been delivered. During the quizzes, the teacher reinforced the rules and agreements, similar to the procedures used in group games and Wordwall activities, to maintain a conducive classroom environment. Observation in Cycle II was conducted simultaneously with the learning activities, monitoring each student's participation and engagement. Reflection discussions with the Grade III-C teachers revealed that classroom conditions were more organized and conducive due to the firm guidance provided by the teacher regarding the rules and agreements. Additionally, students displayed greater enthusiasm for the "SMART BOX PANCASILA" media, as it offered direct, hands-on experience in answering questions related to the *Let's Get to Know Pancasila* material. The inclusion of multiple quizzes within the media allowed students to deepen their understanding of the material and facilitated more meaningful learning experiences. Overall, these improvements contributed to increased student engagement, motivation, and comprehension during Cycle II.

Table 3. Learning Outcomes of Cycle 2 for Grade III-C Students

No	Category	Result
1	Completed Students	23
2	Students Have Not Completed	3
3	Average Score	85,56
4	Completion Percentage	88,46 %
5	Incomplete Percentage	11,54 %
	Categor	Very High

Based on the results presented in Table 3, it was found that the learning outcomes of Pancasila Education for Grade III-C students improved significantly in Cycle II. Only three students did not meet the Minimum Completeness Criteria, resulting in an incompleteness rate

of 11.54 percent. Meanwhile, 23 out of 26 students successfully achieved the criteria, yielding a completeness percentage of 88.54 percent, which falls into the very high category, with an average score of 85.56. This shows that more than 75 percent of students reached the predetermined success indicator, confirming that the learning objectives were met. The substantial improvement in both average scores and completion percentages indicates that the Discovery Learning model integrated with educational games was effective in enhancing students' understanding of the *Let's Get to Know Pancasila* material. Furthermore, the active involvement, motivation, and enthusiasm observed during the learning process contributed to the higher achievement. These findings demonstrate that interactive and student-centered learning strategies can significantly improve learning outcomes in Pancasila Education at the elementary school level. Overall, the results confirm the practical benefits of combining Discovery Learning with educational game-based media in promoting meaningful and engaging learning experiences.

Discussion

The results of the data analysis indicate that student learning outcomes improved significantly across each learning cycle. The percentage of students achieving completeness increased from 42.31 percent in the pre-cycle to 73.08 percent in Cycle I, and further rose to 88.46 percent in Cycle II. Similarly, the average scores of student learning outcomes increased from 63.70 in the pre-cycle to 75.19 in Cycle I, and then to 85.56 in Cycle II. These findings demonstrate that the Discovery Learning model integrated with educational games is highly effective in enhancing students' understanding of the *Let's Get to Know Pancasila* material. The continuous improvement across cycles suggests that iterative application of interactive and student-centered learning strategies contributes to both higher academic achievement and greater engagement. Moreover, the combination of hands-on activities, group discussions, and digital quizzes created a learning environment that actively involved students in exploring and applying the concepts of Pancasila. This evidence aligns with previous research indicating that interactive learning models can significantly boost student comprehension, motivation, and participation in the classroom.

Theoretically, these findings are consistent with Bruner's (1961) constructivist theory, which asserts that learning is more effective when students actively construct knowledge through direct experience and discovery processes. The Discovery Learning model positions students as active participants in their own learning, allowing them to grasp concepts more effectively through play-based exploration and engagement. This perspective is further supported by Ausubel (1968), who emphasizes the importance of meaningful learning by connecting new information to students' existing knowledge. In this study, the integration of educational games played a critical role in creating an enjoyable and motivating learning environment. The interactive games not only made learning more engaging but also encouraged students to participate actively in group discussions and problem-solving activities. Consequently, students were able to internalize Pancasila values more deeply while developing higher-order thinking skills. The combination of Discovery Learning and educational games thus provides both cognitive and affective benefits, enhancing comprehension, motivation, and classroom engagement simultaneously.

Reflections between cycles revealed that in Cycle I, classroom management during group games was not fully optimal, as students were unable to take turns according to the established rules. This limitation affected the achievement of the targeted learning completeness indicator. To address these issues, improvements were implemented in Cycle II by establishing stricter game rules, organizing groups more proportionally, and introducing concrete learning media in the form of the "Pancasila Smart Box," which contained educational games focusing on Pancasila values. These interventions resulted in a significant increase in student engagement, with activity levels rising from the moderately active category (68 percent) in Cycle I to the very active category (83 percent) in Cycle II. The improvements in classroom management and the introduction of interactive media contributed not only to higher student participation but also to enhanced learning outcomes. This demonstrates that careful planning, structured rules, and the use of concrete, interactive media can effectively support active learning and ensure that educational objectives are met. Overall, the iterative cycle approach allowed for targeted refinements that directly addressed observed challenges, leading to a more effective and engaging learning experience.

The improvement in student learning outcomes was also supported by the use of the "Pancasila Smart Box" media, which contained quizzes, matching games involving Pancasila symbols, and pockets for applying the Pancasila precept values. This interactive and concrete learning tool helped students actively engage with the material while providing opportunities for hands-on experience, thereby reinforcing understanding. These findings align with the research of Firial et al. (2024) and Sulaedah et al. (2022), who reported that game-based media, such as smart boxes, are effective in increasing students' enthusiasm for learning and facilitating comprehension of the instructional content. Furthermore, Oktavia et al. (2024) emphasized that concrete media contribute to creating a pleasant and motivating learning environment, which supports higher levels of student participation. The combination of quizzes, games, and interactive applications within the media allowed students to explore Pancasila values actively, promoting both cognitive and affective learning. Consequently, students were more motivated, engaged, and able to internalize key concepts more effectively. Overall, the "Pancasila Smart Box" serves as an effective tool to complement the Discovery Learning model, enhancing both the quality and enjoyment of learning experiences in Pancasila Education.

Although the Discovery Learning model integrated with educational games has been shown to be effective in improving both student learning outcomes and engagement, its implementation presents several challenges. Activities such as exploration, group discussions, games, and interactive quizzes require a longer duration compared to conventional learning methods. Consequently, teachers must carefully manage class time, provide clear and detailed instructions for games, and organize balanced student groups to ensure effective participation. These challenges underscore the importance of meticulous classroom management and strategic time planning prior to lesson implementation. Additionally, teachers need to monitor group dynamics and provide guidance to maintain focus and ensure that all students are actively involved. Despite these challenges, the benefits of using Discovery Learning combined with educational games, including increased motivation, participation, and comprehension, outweigh the difficulties. With proper preparation and classroom management, these strategies

can be effectively applied to create meaningful and engaging learning experiences in Pancasila Education.

The limitation of this study lies in its design as a Classroom Action Research (PTK) conducted in a single class without a comparative control group. As a result, the observed improvements in learning outcomes cannot be fully attributed solely to the implementation of the Discovery Learning model integrated with educational games. Additionally, other external factors may have influenced the results, including the teacher's classroom management, the readiness and effectiveness of learning media, the classroom atmosphere, and the students' enthusiasm. These variables may have contributed to variations in student engagement and comprehension, making it difficult to isolate the effects of the intervention. Therefore, further research is recommended using an experimental design with a control group to establish stronger causal relationships. Future studies should also explore the use of different types of digital educational media in Pancasila Education to expand the generalizability of the findings and enhance the external validity of the research outcomes. By addressing these limitations, subsequent research can provide more robust evidence on the effectiveness of integrating Discovery Learning and educational games in elementary education.

Conclusion

Based on the results of this study, it can be concluded that the implementation of the Discovery Learning model integrated with educational games has a positive impact on improving the learning outcomes of Grade III-C students at State Elementary School Gadang 1 Malang City in the Pancasila Education subject, specifically for the *Let's Get to Know Pancasila* material. This improvement is evident from the increase in the average student scores from 63.70 in the pre-cycle to 75.19 in Cycle I, and further to 85.56 in Cycle II, along with the percentage of learning completeness rising from 42.31 percent to 73.08 percent, and reaching 88.46 percent at the end of the cycles. The application of this model through group games, interactive Wordwall quizzes, and concrete media such as the "Pancasila Smart Box" successfully created an active, enjoyable, and meaningful learning environment, enhancing student motivation, engagement, and participation. Although these results demonstrate a significant positive trend, the study's design as a single-class action research without a control group limits the generalizability of the findings to a broader population. Therefore, further research using more rigorous experimental designs, or replication across different schools and grade levels, is recommended to test the consistency and effectiveness of educational games-based Discovery Learning models in Pancasila Education and other thematic subjects in elementary education.

Acknowledgments

With sincere gratitude, the author would like to express the deepest appreciation to all parties who have provided support and assistance throughout the implementation of this research. Special thanks are extended to the Principal of State Elementary School Gadang 1 Malang City for granting permission and the opportunity to conduct research within the school environment. The author also acknowledges the teacher council, particularly the homeroom teachers of Grade III-C, for their guidance and assistance during the learning activities carried out in this study. Heartfelt appreciation is also directed to the students of Grade III-C at State

Elementary School Gadang 1 Malang City for their active participation and enthusiasm, which contributed to the smooth execution and success of the research. Finally, the author expresses deep gratitude to the supervisor for the invaluable direction, constructive suggestions, and motivation provided throughout the preparation of this research report. May all the kindness and support received be rewarded abundantly by Allah SWT.

Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

References

Afifah, N., Kurniaman, O., & Noviana, E. (2022). Development of Interactive Learning Media In Indonesian Language Learning Grade III Elementary School. *Journal of Educational Progress, 1*(1), 33–42. https://doi.org/10.33578/kpd.v1i1.24

Arisoy, B., & Aybek, B. (2021). The effects of subject-based critical thinking education in mathematics on students' critical thinking skills and virtues. *Eurasian Journal of Educational Research, 2021(92)*, 99–120. https://doi.org/10.14689/ejer.2021.92.6

Azizah, A. (2021). The Importance of Classroom Action Research for Teachers in Learning. Auladuna : Journal of Madrasah Ibtidaiyah Teacher Education Study Program, 3(1), 15–22. https://doi.org/10.36835/au.v3i1.475

Budiarti, Y. (2020). Implementation of Audio-Visual Assisted Smart Box Learning Media. For Your Country: Journal of Community Service, 4(2), 37–40.

Cahyanti, W., Damayanti, A. T., Wigati, T., & Suyoto, S. (2024). Implementation of the Problem Based Learning (PBL) Model to Improve the Learning Outcomes of Pancasila Education for Grade V Students. Journal of Innovation, Evaluation and Development of Learning (JIEPP), 4(2), 223–229. https://doi.org/10.54371/jiepp.v4i2.467

Coal, H. H. (2018). Development of Android-based Mathematics Learning Media for Elementary / MI Students. Muallimuna : Journal of Madrasah Ibtidaiyah, 3(1), 12. https://doi.org/10.31602/muallimuna.v3i1.952

Ekayani, P. (2021). The Importance of Using Learning Media To Improve Achievement Learn Student https://www.researchgate.net/publication/315105651

Firial, R., Diningsih, R., & Nila Andriani, D. (2024). SYMBIOSIS VI Proceedings Implementation of the Culturally Responsive Teaching (CRT) Approach through Smartbox Media to Improve the Learning Outcomes of Grade V Students of SDN Sangen 02.

Fithriyah, R., Wibowo, S., & Octavia, R. U. (2021). The Influence of The Discovery Learning Model And Learning Independence on Student Learning Outcomes In Elementary School. Journal of Education, 3(4). https://doi.org/10.31004/edukatif.v3i4

Hadi, M. A. A., Rahayu, S., & Purwitaningsih, Y. (2024). Application of the Discovery Learning Model to Improve Motivation and Learning Outcomes of Pancasila Education for Grade 4 Elementary School. National Seminar and Proceedings of PPG Unikama, 1(1), 99–110.

Hardanti, A. D. T., Rahmawati, F. P., & Widodo, W. (2022). Increasing Interest in Reading Using Illustrated Story Media in Indonesian Language Subjects for Grade 1 Students of Spokane State Elementary School. Educational Journal of Education Research, 4(3), 261–266. https://doi.org/10.36654/educatif.v4i3.235

Heriwan, D., & Taufina, T. (2020). The Influence of the Jigsaw Learning Model on Indonesian Learning Outcomes in Elementary Schools. Journal of Basicedu, 4(3), 673–680. https://doi.org/10.31004/basicedu.v4i3.416

Krismasari Dewi, N. N., Kristiantari, M. G. R., & Ganing, N. N. (2019). The Effect of The Visual Media-Assisted Picture and Picture Learning Model on Indonesian Writing Skills. Journal of Education Technology, 3(4), 278. https://doi.org/10.23887/jet.v3i4.22364

Kurnia, N., Permana, E. P., & Permatasari, C. (2023). Implementation of Wordwall Educational Game Media to Improve the Learning Outcomes of Grade IV Students of SDN Mojoroto 4 Kediri City. Simki Journal of Pedagogy, 6(2), 589–598. https://doi.org/10.29407/jsp.v6i2.295

Latifah, S., Koderi, Firdaos, R., Khoeriyah, E. T., Hidayah, N., & Ahmad, M. N. F. (2021). The influence of mobile instant messaging with scientific approach on students' critical-thinking skills in physics learning during covid-19 pandemic. IOP Conference Series: Earth and Environmental Science, 1796(1). https://doi.org/10.1088/1742-6596/1796/1/012057

Mahdy, M. A. A., & Sayed, R. K. A. (2022). Evaluation of the online learning of veterinary anatomy education during the Covid-19 pandemic lockdown in Egypt: Students' perceptions. Anatomical Sciences Education, 15(1), 67–82. https://doi.org/10.1002/ase.2149

Malewa, E. S., & Muh, A. A. (2023). The Use of Wordwall Applications in Increasing Students' Learning Interest in Zakat Materials at UPTD SD Negeri 65 Barru. EDUCANDUM, 9(1), 22–30.

Mertayasa, I. W. (2022). Teams Games Tournament (TGT) Type Cooperative Learning Model Assisted by Mice Target Board Media to Improve Social Studies Learning Outcomes of Grade V Students. Journal of Education Action Research, 6(1), 48. https://doi.org/10.23887/jear.v6i1.41914

Muliyati, D., Bakri, F., & Ambarwulan, D. (2018). Discovery Learning-Based Physics Digital Module Android Application. WaPFi (Wahana Pendidikan Physics), 3(1), 74. https://doi.org/10.17509/wapfi.v3i1.10944

Mustadi, A., Sayekti, O. M., Rochmah, E. N., Zubaidah, E., Sugiarsih, S., & Schulze, K. M. (2021). Pancalis: Android-based leaning media for early reading in new normal. Journal The Horizon of Education, 41(1), 71–82. https://doi.org/10.21831/cp.v41i1.45883

Musthofa Akhyar, S., & Dewi, D. A. (2022). Teaching Pancasila Education In Elementary Schools To Maintain The Ideology Of Pancasila In The Era Of Globalization. Journal of Citizenship, 6(1).

Oktavia, J., Zahra, V., Hanifah, N., Gustian Nugraha, R., Guru, P., & Dasar, S. (2024). Application of Smart Box Media to Improve Cognitive Learning Outcomes for Grade IV Elementary School Rights and Obligations Material. In Journal of Education (Vol. 13, Issue 1). https://jurnaldidaktika.org545

Priatna, A., & Setyarini, G. (2019). THE Effect of The Role Playing Learning Model On The Speaking Skills of Grade IV Elementary School Students In Learning Indonesian. Pendas : Scientific Journal of Basic Education. https://doi.org/10.23969/jp.v4i2.2139

Puspitarini, D. (2023). Increasing PPKn Activeness and Learning Outcomes Through Discovery Learning Assisted by the Wordwall Games Application. Ideguru: Journal of Teacher Scientific Works, 8(3), 388–396. https://doi.org/10.51169/ideguru.v8i3.485

Rahayuningsih, S. S., Soesilo, T. D., & Kurniawan, M. (2019). Improving the ability to recognize letters in children aged 5-6 years through the method of playing with smart box media. Scholaria: Journal of Education and Culture, 9(1), 11–18. https://doi.org/10.24246/j.js.2019.v9.i1.p11-18

Rumahorbo, S. M., & Nurfajriani, N. (2022). Improving Student Learning Outcomes Towards The Development Of Webblog-Based E-Learning Media With A Ctl Approach To Reaction Rate Material. CHEDS: Journal of Chemistry, Education, and Science, 6(1), 43–50. https://doi.org/10.30743/cheds.v6i1.5230

Smale-Jacobse, A. E., Meijer, A., Helms-Lorenz, M., & Maulana, R. (2019). Differentiated Instruction in Secondary Education: A Systematic Review of Research Evidence. Frontiers in Psychology, 10. https://doi.org/10.3389/fpsyg.2019.02366

Sukaryanti, A., Murjainah, M., & Syaflin, S. L. (2023). Development of diversity smart box learning media in Indonesia for grade IV elementary school students. Journal of Education: Research and Conceptual, 7(1), 140–149.

Sulaedah, S., Utomo, S., & Ismaya, E. A. (2022). Development of Smart Box of ASEAN Learning Media in Social Science Learning for Class VI Elementary School Students. Uniglobal Journal of Social Sciences and Humanities, 1, 54–59. https://doi.org/10.53797/ujssh.v1i2.9.2022

Telaumbanua, M. (2023). The application of the discovery learning learning model to improve student learning outcomes in the human respiratory system material for grade VIII of SMP Negeri 1 Idanotae TP 2022/2023. Buds: Journal of Biology Education, 4(1), 73–82.

Wahyudi, A. V., Lutfatulatifah, L., Jayanti, Y. D., & Mulyana, A. (2022). Creative dance training uses dance properties as a medium for early childhood education teachers in plumbon district, cirebon regency.

Widodo, A., & Nursaptini, N. (2021). Freedom of learning in a pandemic: Students' perception of mobile-based distance learning. Journal of Educational Development: Foundations and Applications, 8(2), 86–96. https://doi.org/10.21831/jppfa.v8i2.35747

Wijanarko, A. W., & Lestari, S. (2024). The Implementation Of The Discovery Learning Model Assisted By Wordwall Media To Improve Ipas Learning Outcomes In Grade Vi Students Of Sdn Nglandung 03 Madiun Regency. Journal of Academic Media (JMA), 2(10).